DOCUMENT RESUME

ED 349 885 HE 025 802

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TITLE Enhancing Academic Success: A Bilingual Freshman Year. AIR 1992 Annual Forum Paper.
PUB DATE 13 May 92
NOTE 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (32nd, Atlanta, GA, May 10-13, 1992).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Achievement; *Academic Persistence; *Bilingual Education; Bilingual Students; College Freshmen; College Preparation; College Programs; *Compensatory Education; *English (Second Language); Foreign Students; Higher Education; Hispanic Americans; Limited English Speaking; Outcomes of Education; Program Effectiveness; Program Evaluation; Second Language Learning; Spanish Speaking; Student Improvement; Transitional Programs; Undergraduate Study
IDENTIFIERS *AIR Forum; Mexico; *University of Texas El Paso

ABSTRACT

This paper provides an assessment of the Inter-American Science and Humanities Program, a program of the University of Texas, El Paso, which allowed students from northern Mexico to take their freshman level courses in Spanish while receiving instruction designed to rapidly enhance English language skills. The paper assesses the effectiveness of this effort in successfully preparing 886 participants who entered the program between fall 1984 and spring 1991 to move into the regular university curriculum, complete their academic programs, and earn a baccalaureate degree. Outcomes examined included participants' retention and graduation rates, credit hours earned over time, grade point averages at each level, and grades in selected English and bilingual courses. These outcomes were measured against those for a comparison group of international students. As a result of the data analysis and interview, several program weaknesses surfaced. These included the finding that the program was no longer addressing the needs of more recent students compared to when the program was first implemented in 1968, and results which pointed to four main problems: low level of English language proficiency; bilingual courses at cross purposes; lack of a program structure and organization; and inadequate acculturation to the American university. In addition, it was found that overcrowding in the course strained the university's budget and shortchanged students. Recommendations for improvement are suggested. (GLR)

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ENHANCING ACADEMIC SUCCESS:

A BILINGUAL FRESHMAN YEAR

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Presented at
Association for Institutional Research Annual Forum
Atlanta, Georgia
May 13, 1992

HE 025 802

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This paper was presented at the Thirty-Second Annual Forum of the Association for Institutional Research held at the Atlanta Hilton & Towers, Atlanta, Georgia, May 10-13, 1992. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum Papers.

Jean Endo
Chair and Editor
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ENHANCING ACADEMIC SUCCESS:

A BILINGUAL FRESHMAN YEAR

Abstract

Since 1968, the University of Texas at El Paso has allowed students from Northern Mexico to take their freshman level courses in Spanish while receiving instruction designed to rapidly enhance English language skills. This program evaluation assesses the effectiveness of this effort in successfully preparing students to move into the regular university curriculum, complete their academic programs and earn a baccalaureate degree. Outcomes examined included participants' retention and graduation rates, credit hours earned over time, grade point averages at each level, and grades in selected English and bilingual courses. These outcomes were measured against those for a comparison group of international students. As a result of the data analysis and interviews, several program weaknesses surfaced and recommendations for improvement were suggested. It is hoped that programs such as this one can help prepare a better educated workforce on both sides of the border for the impending Free Trade era.

ENHANCING ACADEMIC SUCCESS:

A BILINGUAL FRESHMAN YEAR

The University of Texas at El Paso (UTEP) provides a bilingual freshman year for students who are academically prepared and competent in Spanish, but lack sufficient proficiency in English to benefit from the regular curriculum. This effort, known as the Inter-American Science and Humanities Program (IASHP), has operated continuously since 1968 and has served almost 3,000 students since its inception. Students in this program are primarily graduates of Mexican high schools, and may be either U.S. or Mexican citizens. Several other Latin American countries are represented.

IASHP students take freshman level courses in Spanish while receiving instruction designed to rapidly improve their English-language skills. The bilingual courses, which are usually offered in political science, history, sociology, psychology, or anthropology, are taught by regular faculty and carry regular college credit. Lectures are delivered in Spanish, while all textbooks and materials are in English. Papers and tests are in Spanish until the end of the second semester, when the student is expected to take final exams in English. After passing a threshold English course, students may choose a major and move into regular university classes. Currently, there are 413 students enrolled in the IASHP. An additional 173 students are former program participants who have moved into regular academic majors.

Bilingual education at the postsecondary level appears to be unique to UTEP, at least in this country. Although some Canadian universities offer instruction in French and English, their goal is to increase the number of Canadians who can operate comfortably in both official languages of the

country, rather than to transition one linguistic group to proficiency in the language of the mainstream. That UTEP would be alone in offering this program is not particularly surprising. UTEP is the only U.S. university situated immediately across the international boundary from a major Mexican metropolitan area, and for years Northern Mexicans have taken advantage of this proximity. When the Texas State Legislature allowed Mexicans who could demonstrate financial need to enroll at UTEP at Texas resident rates, an opportunity for even easier access was created. At the present time, 13% of all Mexican nationals attending U.S. universities are enrolled at UTEP (Zikopoulos, 1991).

The IASHP is one of several UTEP programs which seeks to address the educational needs of Northern Mexicans, who lack quality higher education in their own country. Since the fortunes of El Paso and Ciudad Juárez are inexorably linked, it is hoped that the provision of higher education for citizens of both countries will result in a healthier border economy for all.

The purpose of the present study was to assess the effectiveness of the IASHP in successfully preparing students to move into the regular university curriculum, complete their programs and graduate. Although in its earlier years the program boasted high retention and graduation rates, the perception in recent years is that the program may be floundering. Concerns have arisen that by not offering a sufficient range of courses or adequate advising, the University is not delivering on its promise to make a college education truly accessible to these students. At the same time, program participants have been faulted for lacking a serious commitment to their education, taking undue advantage of lower tuition rates, and overburdening the system with their need for English language instruction. It was believed that a comprehensive evaluation of the IASHP program was warranted at this juncture in order to assess the viability of the program, and suggest strategies for improvement.

METHOD

The process for this investigation followed standard methodology for program evaluation (Craven, 1980; Cronbach, 1982; Posavac, 1989; Rossi, 1989). The need for evaluation was defined by the emergence of decision-making issues regarding the structuring and implementation of the program, including such questions as whether to raise English language proficiency admission standards, or adjust criteria for program exit. The broad objective for the evaluation was to examine the success of IASHP participants in terms of their successful transition to the regular university curriculum and completion of their academic programs, resulting in a baccalaureate degree. Participants to the issues were interested in several subsidiary objectives, such as determining the effectiveness of Spanish language courses, examining the length of time necessary to complete the English to Speakers of Other Languages (ESOL) sequence, and fixing the point at which program participants were actually able to succeed in content courses taught in English. These objectives were included in the evaluation to the extent that the data was retrievable and analyzable.

Next, the information needed to carry out the evaluation was identified. The program's 24-year history can be divided into three sections for information retrieval purposes. During the first eight years, substantial student and program data was maintained by the program's founder and made available to the evaluator. Between 1976-1983, only scarce anecdotal information exists and no student data was maintained. Since 1984, reliable student and program data has been stored on the University's computerized student information system. It was from these records that the bulk of the evaluation information was obtained.

A variety of outcome measures were used to determine whether the program's objectives were being met. These included retention and graduation rates; number of credit hours earned over time; grade point averages after completion of 30, 60 and 90 credit hours; pass rates for the Texas Assessment of Skills Program (TASP); and average grades earned in ESOL courses, courses taught in Spanish, and courses taught in English.

The participants in this study consisted of all 886 first-time students who entered the IASHP program between Fall 1984 and Spring 1991. These students demonstrated their academic preparation for college level coursework by scoring at least 1000 on the Prueba de Aptitud Académica (PAA), a Spanish language equivalent of the SAT. In a validity study undertaken by the College Board (1983), the PAA was determined to predict freshman grade point average for Spanish speakers about as well as the SAT predicts grade point average for UTEP freshmen (Provencio, 1973.) The English language proficiency of these students, as demonstrated on initial language placement tests, was determined insufficient for admission to regular university courses. About 85% had graduated from Mexican high schools; others came from Honduras, Puerto Rico, Costa Rica, Peru and Panama. About one-quarter had some transfer hours, but only 10% applied more than 30 credit hours of transfer work to their UTEP degrees. About 55% of the participants were male.

In order to create a context within which the outcomes of IASHP participants could be measured, a comparison group was sought which would approximate the characteristics of the IASHP group except for the lack of English language skills. It was hypothesized that such a comparison could point up the effects of limited English language ability on academic success, and the extent to which the IASHP intervention successfully addressed these adverse effects. The

comparison group consisted of 1,728 students who scored at least 500 on the Test of English as a Foreign Language (TOEFL), indicating sufficient proficiency to benefit from courses taught in English. Although 72 foreign countries were represented in this group, the largest number came from Mexico (25%). Sizeable numbers were from Malaysia (14%), West Germany (8%) and Jordan (4%). Proportionately more of these students (69%) were male. The lower percentage of Mexican students in the TOEFL comparison group may have limited its equivalence to the IASHP group, since Mexican students are less likely to have acquired behaviors needed for success in the American university.

Insight into the IASHP program was also sought from persons who had been involved with the program over the years. The program's founder, faculty, advisors and administrators associated with the IASHP were interviewed to obtain their factual and perceptual contributions to the evaluation.

RESULTS

1968 - 1975

The Inter-American Science Program began in 1968 to address the high attrition rate at UTEP of freshmen whose high school education had been in Spanish. These students, about one-third of whom were expatriate U.S. citizens, possessed the requisite academic preparation but lacked adequate English language skills to succeed in an American university. Despite the existence of ESOL courses, total immersion in English-speaking content courses did not result in a rapid enough acquisition of the language, and students generally dropped out by the end of their second semester.

Noting that a comprehensive bilingual/bicultural approach to education seemed to be effective in the public schools, UTEP's School of Science proposed to offer a bilingual freshman year to ease the transition of Spanish-

educated students to English instruction. Students entering the IASP enrolled in ESOL; math (business or calculus); physics or chemistry; one elective from among political science, history or philosophy; and physical education. No other electives were permitted. Oral instruction was delivered in Spanish while all written materials were in English. Entering IASP students were classified as freshmen in the mathematics department until exiting the program, at which time they could choose a major in any of the colleges. Students were not allowed to remain in the program beyond five semesters. Because differences in fundamental values and mores presented an additional barrier to success for these students, enrollment in a noncredit "Analysis of Culture" course was required. The purpose of the course was to acquaint program participants with the mainstream values of 'here and now', 'equal responsibility' and 'work' which would allow them to function in an American setting (Provencio, 1972.). Providing content courses in Spanish helped that transition while allowing the student to build a foundation of university credit hours.

In its first year, the IASP enrolled 28 students. The program grew steadily and by the mid-1970's, there were more qualified applicants than seats available, at a time when overall enrollment was declining. Program statistics in Table 1 show that the retention rate of IASP students exceeded the rate for other students in every entering class. By 1975, the program had graduated 38% of students who had entered at least four years earlier. Significantly, the majority of program participants in the early years were math, science or engineering majors. Liberal arts and education majors comprised less than 10% of the IASP students during the first four years of the program. IASHP students also experienced a high degree of academic and career success.

Table I

IASP Student Survival Statistics

1968 - 1975

Entering Year		N	Percent Enrolled after: 1 yr.	2 yrs.	3 yrs.	4 yrs.	Number Graduated
1968	IASP	28	82%	75%	64%	43%	0
	ALL	4685	52%	34%	29%	14%	
1969	IASP	61	80%	53%	38%		0
	ALL	5203	46%	41%	28%		
1970	IASP	71	75%	55%			0
	ALL	4994	51%	41%			
1971	IASP	96	76%				1
	ALL	4826	50%				
1972	IASP	115					6
	ALL	3046					
1973	IASP	146					12
1974	IASP	172					33
1975	IASP	200					44

Note. Data missing from table was not available.

In 1973, for example, 86% of IASP students were listed in good academic standing. The IASP provided scientists, engineers and administrators for the El Paso-Juárez twin plant industries, with 12 employed by RCA Mexicana ("UTEP Bilingual Program", 1974.) According to the program's founder, six eventually earned advanced degrees and joined the UTEP faculty.

In 1978, the Inter-American Science Program was transferred to the College of Liberal Arts, where it became the Inter-American Science and Humanities Program. Unfortunately, no information or student data was maintained during the middle third of the program's history. Several policy changes

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during this time may have prevented the IASHP from flourishing as in its earlier days. Mexicans, who had been permitted to pay Texas resident tuition rates, were reclassified as international students at a time when nonresident tuition rates were rising rapidly. In addition, pressures in the 1970's to increase access prompted universities nationwide to admit students who previously would not have satisfied admission standards. This resulted in a greater proportion of students, including IASHP students, who may not have been well prepared for the University. According to most accounts, the IASHP continued during this time, but with fewer students and without direction, sponsors or advisors.

1984 - 1991

Skyrocketing tuition rates for nonresident students, coupled with the devaluation of the peso brought Mexican student enrollment in 1986-87 to its lowest level in many years. The IASHP enrolled only 51 students; international student (TOEFL) enrollment dropped by almost 50% in two years. In 1987, the Texas Legislature allowed Mexicans who could demonstrate financial need to again enroll at UTEP at resident tuition rates. IASHP enrollment tripled that year and has steadily increased ever since.

Table 2 compares retention and graduation rates for IASHP and TOEFL students from 1984 to 1991. The negative affect of restricted access for Mexican students is especially apparent in the retention rates for the first two entering classes (1984-85 and 1985-86). Retention rates began to improve after 1987 and are quite favorable in recent years, but graduation rates are very low. Only 13 (6.7%) of 195 IASHP students who entered between fall 1984 and fall 1987 had graduated by summer 1991. In contrast, about 40% of the entering TOEFL students had graduated during the same time period. IASHP students

Table 2

Retention and Graduation Rates

IASHP and TOEFL Students

Entry Term	N	Percent retained (graduated) after: 1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.
1984-85							
IASHP	81	44%	27%	24%	18% (1%)	16% (2%)	11% (7%)
TOEFL	279	76% (3%)	55% (9%)	40% (21%)	26% (34%)	10% (39%)	5% (41%)
1985-86							
IASHP	63	69%	30%	20%	19% (2%)	12% (3%)	
TOEFL	227	83%	68% (1%)	58% (7%)	46% (26%)	22% (40%)	
1986-87							
IASHP	51	74%	56%	49%	45% (12%)		
TOEFL	149	79% (1%)	61% (5%)	51% (15%)	40% (36%)		
1987-88							
IASHP	158	77%	60% (1%)	52% (1%)			
TOEFL	159	74% (1%)	59% (6%)	42% (16%)			
1988-89							
IASHP	168	79%	73%				
TOEFL	174	85% (1%)	69% (9%)				
1989-90							
IASHP	171	82% (1%)					
TOEFL	218	80% (1%)					

have graduated in the Colleges of Business, Education, Engineering and Liberal Arts (Table 3). Although IASHP students are represented in almost all majors, fewer than 25% of the students who entered IASHP since 1984 have exited the program and declared an academic major.

Table 4 provides information on the length of time needed by IASHP and TOEFL students to progress toward a degree. The average IASHP student has earned 18.6 credit hours after one year of enrollment, as compared to 22.1 credit hours for TOEFL students. By comparison, the average UTEP student who did not change college of academic major graduated in 5.1 years. Again, it is necessary to distinguish between hours earned before and after the easing of

Table 3

Majors of IASHP Students

1984 - 1991

	No. Majors	No. Graduated
Business		
Accounting	5	
Computer Info	10	1
Economics	3	
Finance	4	
Marketing	6	3
Pre-Business	69	
Education		
Elem. Education	1	1
Sec. Education	1	
Pre-Education	8	
Phy. Education	1	1
Engineering		
Civil Eng.	5	3
Electrical	14	
Pre-Elec. Eng.	3	
Computer Eng.	13	
Pre-Computer Eng.	2	
Industrial	9	1
Mechanical	5	2
Computer Science	14	
Liberal Arts		
Anthropology	1	
Art	3	
Broadcasting	3	
Communication	4	
Criminal Justice	3	
French	1	
Graphic Design	6	1
Journalism	7	1
Linguistics	1	
Political Science	2	1
Psychology	5	2
Spanish	1	
Theater Arts	1	
General Studies	4	
Nursing and Allied Health		
Pre-Nursing	2	
Science		
Biology	2	
Pre-Med. Tech	3	
Chemistry	1	
Microbiology	1	

tuition rates for Mexican students, since students may have been less likely to take costly full credit loads before 1987. Nonetheless, the progression of IASHP students lags behind that for TOEFL students, and appears to be slowing in recent years.

Since Fall 1989, all first time in college students are required to pass a test of basic skills before enrolling in upper division coursework. The

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Table 4

Average U T E P Hours Completed

IASHP and TOEFL Students

Entering Class		Average Number Credit Hours Earned After: 1 year	2 years	3 years	4 years	5 years	6 years	7 years
Fall 1984	IASHP	16.7	30.3	46.6	70.1	101.8	109.7	133.0
	TOEFL	25.4	54.2	86.1	114.6	126.7	131.8	133.8
Fall 1985	IASHP	16.7	36.4	61.0	80.3	109.4	101.2	
	TOEFL	21.1	49.3	72.5	92.7	107.2	115.9	
Fall 1986	IASHP	18.9	45.7	68.7	93.9	112.5		
	TOEFL	20.4	54.1	80.6	105.7	126.4		
Fall 1987	IASHP	19.1	41.7	68.8	90.4			
	TOEFL	21.0	49.0	76.8	102.2			
Fall 1988	IASHP	19.3	45.7	67.4				
	TOEFL	23.1	51.0	73.4				
Fall 1989	IASHP	19.5	42.9					
	TOEFL	21.6	47.0					
Fall 1990	IASHP	17.7						
	TOEFL	20.2						
Average	IASHP	18.6	42.3	66.3	87.7	109.3	107.4	133.0
	TOEFL	22.1	50.8	78.8	105.6	121.2	123.9	133.8

test, known as the Texas Academic Skills Program (TASP), must be attempted before the student completes 15 college-level hours. Students who fail a portion of the test are required to participate in remediation until all sections of the TASP are passed. Although the TASP is not designed for non-native speakers of English, international students are not exempted. This is problematic particularly for IASHP students, who are forced to take the test before their linguistic preparation is completed. As shown in Figure 1, IASHP students compete fairly well on the math portion of the TASP; however, their pass rates fall to 61% for reading and 28% for the writing portion of the test.

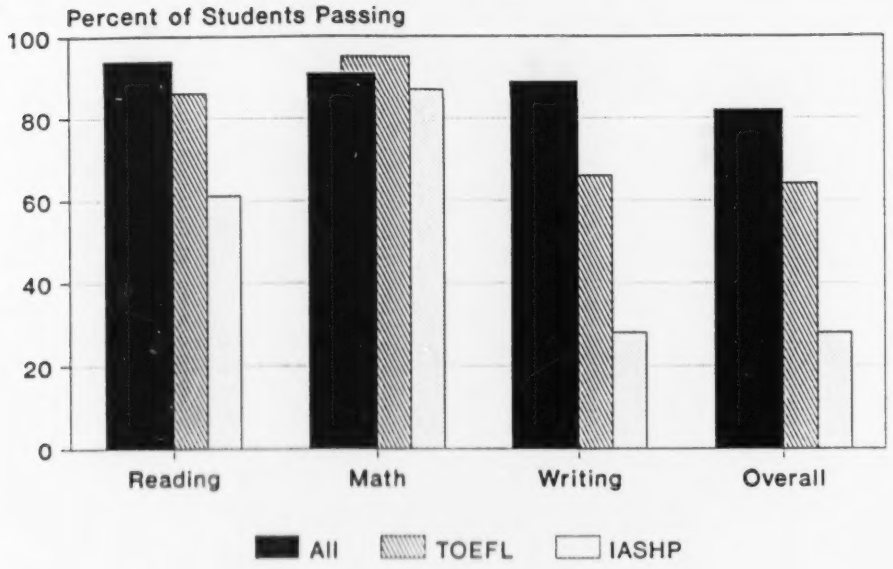

Figure 1: TASP 1989-1991

As illustrated in Table 5, grade point averages for IASHP students at the freshman (30 hrs.), sophomore (60 hrs.) and junior (90 hrs.) levels lag behind those for the TOEFL group and for students as a whole. Table 6 summarizes grade distributions for IASHP students primarily during their bilingual freshman year. Overall, IASHP students have not done as well in their courses taught in Spanish as might be expected; less than half, for example, have achieved a grade of C or better in history. Failure and withdrawal rates are highest for history and political science. In ESOL courses, failure and withdrawal rates range from 8% to 35%. Current policy stipulates that students must pass ESOL 3112 with a grade of C or better to change into an academic major. Only 22% of the study participants have done so to date.

Average grades in upper and lower division courses were examined for students who, at least theoretically, have moved into the regular English curriculum after having been prepared by the transitional bilingual year.

Table 5

Mean Grade Point Average

Students Enrolled 1984-1991

	Grade Point Average at:		
	30 Hrs.	60 Hrs.	90 Hrs.
IASHP	2.41	2.52	2.60
(n)	(479)	(222)	(119)
TOEFL	2.76	2.79	2.75
(n)	(1,120)	(768)	(466)
All Students	2.63	2.74	2.78
(n)	(15,463)	(9,119)	(5,318)

Note. UTEP credit hours only

Table 6

Grade Distribution

IASHP

1984 - 1991

Selected Courses Taught In Spanish	N	% A	% B	% C	% D	% F	% W
Anthropology	56	14	38	27	13	2	7
History	711	3	11	30	30	12	15
Linguistics	102	8	32	28	20	5	7
Political Science	485	2	21	31	19	18	8
Psychology	338	3	18	59	7	9	5

ESOL Level	Class	N	% A	% B	% C	% D	% F	% W
Low Intermediate	8110	266	9	31	32	3	16	8
	5110	699	12	35	33	4	10	5
Intermediate	3104	498	24	39	25	5	3	5
	3160	592	7	17	23	18	16	19
High Intermediate	3106	264	6	20	40	16	11	7
	3109	218	3	27	38	18	9	6
Advanced	2111	472	18	37	26	6	5	8
	2112	254	22	39	24	4	4	8
	3111	597	3	16	30	19	15	17
	3112	290	9	30	30	9	10	13

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Average grades in some non-English language dependent courses (physical education, music, art, Portuguese, Spanish) are high, especially at the lower division. Students who persist to upper division work appear to do as well in courses more heavily dependent on English language ability (education, communications, criminal justice, philosophy, psychology, business) as in science, math and engineering courses.

DISCUSSION

The picture that emerged from inspection of the IASHP data was that of a program which, though successful in recruiting and retaining students, is less effective in progressing them through an academic program to a baccalaureate degree. In comparing the program's earlier success with its performance in recent years, it becomes apparent that the characteristics of IASHP participants have changed over time, and that the current program is not set up to address the needs of these more recent entrants. Interview information and program data pointed to four main problems with the current program: Low level of English language proficiency; bilingual courses at "cross purposes"; lack of a program structure and organization; and inadequate acculturation to the American university.

Although UTEP provides a range of ESOL courses for the non-native speaker of English, these courses are not really designed for the IASHP student whose knowledge of English is at the low intermediate level. As a result, the overcrowded first-level ESOL course (8110) strains the University's budget and shortchanges the student. Students scoring below a C in this eight-credit course find it difficult to recover their grade point average in time to avoid academic suspension. Taking this course also propels students toward the requirement to take the TASP test, which they will almost certainly fail,

which in turn propels them into a remediation requirement which is not designed to teach ESOL.

In theory, IASHP students are limited to taking ESOL and the freshman year bilingual courses until they pass the threshold ESOL course (3112.) Students who start out at the lowest level of ESOL will take at least five semesters to complete the sequence. After two semesters, however, they have exhausted the courses offered in Spanish, and are seeking to enroll in other courses. Fewer than one-quarter of the IASHP students in this study had passed the threshold ESOL course, but because the limits are not enforced, many have enrolled in courses which they are either unable to successfully complete or cannot apply to their intended degree. This results in the aimless accumulation of credits and low grade point averages.

Originally, the intent of offering courses bilingually was to allow students, usually math, science or engineering majors, to carry a full-time course load and get a head start on their degree while learning English. Having the textbook in English and the lecture in Spanish helped to acquaint students with the terminology in their majors and prepared them for courses in English. It is significant that the bilingual courses offered initially were primarily in math and science, while currently only liberal arts courses are offered. Terminology and symbols in the math and science areas are less language-dependent than the rhetoric found in history, political science and psychology. Instructors in the bilingual courses complain that students spend most of their time translating the text and that their grades might reflect more their English language proficiency than their grasp of the course content. In addition, faculty pointed out that these courses are difficult to teach in Spanish, and that instructors with less than native competency quickly lose credibility with their students.

Persons currently associated with the IASHP point out that it is not a program at all, but rather a method by which Mexican students with insufficient English for regular admission can access the University. No one has been specifically assigned responsibility for the program. There is no program director, dedicated advisors, office or central gathering place. Participants do not identify with the program, and are often confused about their status and the limitations placed on their enrollment. The availability of a strong support person has been found to be an important predictor of academic success for international students (Boyer & Sedlacek, 1988). Without a structured program IASHP students lack that essential support.

Everyone who has been associated with the program agreed that the average IASHP student is not culturally prepared to attend an American University. High school education in Mexico is highly structured, with students accustomed to rote and group learning. Since individual success and competitiveness are not stressed in the Mexican culture, these students lack independence and tend to form codependent clusters. Instructors must deal with poor attendance, tardiness, rowdiness in class, copying of homework and sharing of answers on exams until the inappropriate behavior can be eradicated through imposition of constant disciplinary actions. Although some interviewees felt that too many of the IASHP students were sent to UTEP by wealthy families and lacked a personal commitment to education, most believed that the IASHP student was not aimless or lazy, just undisciplined.

RECOMMENDATIONS AND CONCLUSION

Not every university will have occasion to consider instituting a bilingual freshman year, but for some institutions with large numbers of limited English speakers having the same native language, the bilingual program may

provide access and the opportunity for success. The results of this program evaluation suggest that in order for such a program to be effective, it should contain the following elements:

1) Programs should require at least an intermediate level of English language proficiency. Beginning students, particularly those commuting across the border, find it difficult to acquire English quickly enough to move into an all-English curriculum after one year. Beginners can attend intensive language institutes or continuing education until an intermediate skill level is achieved. ESOL courses offered by the university should have no more than 20 students, and be taught by full-time lecturers prepared at the master's level in ESL or linguistics. Students should be allowed to change into their academic majors after passing a high intermediate level ESOL course.

2) If bilingual courses are to be offered, they should be restricted to those which are less language dependent, such as math, science and engineering, or should be offered entirely in Spanish, with textbooks, supplemental library materials, and all tests in Spanish. Since it is difficult to obtain texts in American history or government in Spanish, it may be necessary to limit course offerings to those areas which can truly be taught in Spanish, such as Latin American literature. Courses which can be offered in Spanish and the faculty to teach them should be identified by working with individual departments.

3) The program should be formally structured with a director or coordinator who can guide students through testing, advise them in their program sequence, and ensure that they are not inappropriately enrolled. Having a program liaison appointed in each college will help ensure that students are guided into courses which can be applied to their intended or declared

academic majors. Faculty and staff university-wide should be made aware of the existence and purpose of the program.

4) Program participants must be provided with a comprehensive, on-going orientation to help them bridge the cultural gap and learn what is expected of them at the University. Peer counselors/tutors can be hired from among graduate students or program alumni to assist first-year students.

Despite holding varying opinions about what the IASHP should be, persons interviewed in connection with this evaluation unanimously endorsed the need for such a program at UTEP. Channeling talented students toward a good education can only help improve the area's depressed economy. Open markets in Latin America will make our borders more permeable. Being able to provide for the technological needs of emerging nations favorably positions UTEP to contribute to the advancement of global education.

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